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# Administrator's Interpretive Guide (AIG)

Grades 4, 8, and 10  
Science and Social Studies  
2014-15



# Administrator's Interpretive Guide (AIG)

This publication is available from:  
Office of Student Assessment  
Wisconsin Department of Public Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, WI 53707-7841  
<http://oea.dpi.wi.gov/assessment/WKCE/resources>

February 2015

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# Introduction

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## Purpose

The Administrator’s Interpretive Guide is designed to help school and district staff understand, explain, and use the results of the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). This overview highlights the types of scores and various reports associated with each assessment. To use assessment information effectively, it is essential that educators understand the information in these reports.

## Overview

In the state of Wisconsin, one way that students demonstrate their progress toward achieving the academic standards in science and social studies is through participation on the WKCE, given to students in grades 4, 8, and 10, and the WAA-SwD, given to students with significant cognitive disabilities if the local IEP team determines that the students are unable to participate in the WKCE even with accommodations.

English language learners (ELL) participate in the WKCE and the WAA-SwD with allowable accommodations, including translation.

As required by s. 118.30(1g)(a), Wis. Stats., by August 1, 1998, each school board must have adopted either the Wisconsin Model Academic Standards (WMAS) issued by the governor as an executive order under s. 14.23, or their own academic standards. For more information about the WMAS, see <http://standards.dpi.wi.gov/>. For information about the Extended Grade Band Standards, see [http://sped.dpi.wi.gov/sped\\_assmt-extstd](http://sped.dpi.wi.gov/sped_assmt-extstd).

Proficiency rates are based on the WKCE and the WAA-SwD test scores of students enrolled in the school for a full academic year (FAY).

Since the 2002–03 school year, s. 118.33, Wis. Stats. has required each school board to adopt a written grade-advancement policy. The policy must specify the criteria for promoting a student from fourth to fifth grade and from eighth to ninth grade. The school board’s policy must include the student’s score on the WKCE and the WAA-SwD administered to all students enrolled in grades 4 and 8 under s. 118.30. This law went into effect September 1, 2002.

## Wisconsin Knowledge and Concepts Examination (WKCE)

The WKCE is a large-scale, standardized achievement test. Standardized tests are administered using carefully defined directions, time limits, materials, and scoring procedures for all test takers to ensure uniform testing conditions.

As a criterion-referenced assessment, the WKCE is designed to compare a student’s strengths and needs to clearly defined standards, skill levels, or areas of knowledge. The WKCE is aligned with the Wisconsin Model Academic Standards (WMAS) and, as a criterion-referenced test, measures how students perform in relation to the WMAS.

The WKCE is made up of multiple-choice (selected-response) questions. Selected-response items have four machine-scored answer choices.

Student performance on these assessments is reported in terms of four performance levels: Advanced, Proficient, Basic, and Minimal Performance. Science and social studies performance standards were established through a bookmark standard setting procedure in 2003.

When used in conjunction with multiple measures of achievement, such as classroom observations and teacher-developed tests, the WKCE and WAA-SwD may provide information about the progress of groups of students as well as the effectiveness of educational programs over time. No single test can tell us whether students have learned everything that is important to learn.

The results of the WKCE and WAA-SwD are used by the DPI for school and district academic performance reporting, as required by state law.

### **Content Areas Assessed by the WKCE**

**Science:** The WKCE assesses core concepts in the traditional content areas of life science, physical science, and Earth and space science, as well as key science inquiry skills. The ability to recognize, understand, and apply scientific principles and methods is measured in the context of situations students encounter in their everyday lives. Questions tap higher-order thinking skills such as analysis, synthesis, and evaluation.

**Social Studies:** The WKCE uses thematic units to interrelate social studies concepts. Primary sources and real-world materials such as maps, editorial cartoons, diary entries, photographs, and art provide students with authentic experiences. The test represents different cultures, geographic areas, and perspectives to help ensure equity for all students. In its framework, question formats, and graphics, the test emphasizes the interrelationships of history, geography, government, and economics.

### **Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)**

The WAA-SwD was developed to assess the academic progress of students with significant cognitive disabilities. The instruction for these students is based upon the Wisconsin Extended Grade Band Standards, which reflect the Wisconsin Model Academic Standards (WMAS) for science. The WAA-SwD uses multiple-choice questions.

For social studies, the WAA-SwD uses a teacher-completed rating scale. The rating scale is downloadable and can be found at <http://oea.dpi.wi.gov/assessment/WAA>. Test administrators are asked to complete the rater form, and then document their student performance level on the student Answer Document for the WAA-SwD.

Student performance on these assessments is reported in terms of four performance levels: WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. These results show how students, schools, and districts performed on the WAA-SwD relative to grade-level expectations established by Wisconsin educators.

## **Content Areas Assessed by the WAA-SwD**

Science: The WAA-SwD assesses core concepts in the traditional content areas of life science, physical science, and Earth and space science, as well as key science inquiry skills. The ability to recognize, understand, and apply scientific principles and methods is measured in the context of situations students encounter in their everyday lives.

Social Studies: The WAA-SwD rating scales are an assessment tool that focuses on the knowledge and skills aligned with the Wisconsin Model Academic Standards in social studies.

# WKCE and WAA-SwD Score Interpretations

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## Criterion-Referenced Score Interpretations

A specified learning objective is called a criterion. A criterion-referenced score conveys information about student performance in relation to the Wisconsin Model Academic Standards (WMAS) or Extended Grade Band Standards, rather than to the performance of other test takers. Criterion-referenced information included in WKCE and WAA-SwD reporting includes performance levels, scale scores, raw scores, and Standards Performance Indices (SPIs).

### WKCE Scale Scores

A scale score is a score on a numeric scale with intervals of equal size. The scale is applied to all students taking the WKCE in a particular subject at a particular grade level, making it possible to compare scores from different groups of students or individuals from year to year. Plotting the mean (or average) scale score for each grade within a school or district for successive years allows relative academic growth to be tracked from one year to the next.

Evaluation of trends over time within a group of students and across grades can help educational planning in a variety of ways. Scale scores within a content area also may be compared across grades and over time, providing some evidence of the success of programs, if students served are in the tested group.

Each content area is scaled separately; therefore, the scale scores for one content area cannot be compared to another content area. Scale scores are found on the WKCE Individual Profile Report and the WKCE Scale Score Summary Report.

### WKCE and WAA-SwD Raw Scores

A raw score is the number of items answered correctly on a given test. For example, if a test had 59 items and the student got 23 correct, the raw score would be 23.

For the WAA-SwD, raw scores are provided to identify the number of items answered correctly on a given test as well as the number of items answered correctly for each standard. The number of items answered correctly and the number of possible points can be found on the WAA-SwD Individual Profile Report

### WKCE Standards Performance Index

The Standards Performance Index (SPI) provides an estimate of how many items covering a given standard a student would have answered correctly if there had been 100 such items on the test. The statistical procedure used to calculate the SPI is based on student performance on WKCE test items measuring each content standard and related performance on other WKCE test items.

The SPI for a school can be used to analyze performance in a given content standard relative to a district or state SPI within a single year. Mean SPIs cannot be directly compared across years or grades because test questions measuring each standard change each year and items measuring each content

standard represent only a portion of the entire content area test. The SPI can be found on the WKCE Individual Profile Report and the WKCE Standards Performance Summary.

## Norm-Referenced Score Interpretations

Norm-referenced score interpretations provide information that compares the students' achievement with that of a larger reference group, such as all students tested on the WKCE statewide. Norm-referenced scores for the WKCE are presented as a state percentile.

The State Percentile is a ranking of an individual student's results relative to the results of other test takers in the state. For example, a student who scored at the 82nd percentile had a score that was equal to or better than 82% of the scores of all students in Wisconsin who took the same test. State percentile scores can be found on the Individual Profile Report. A lower percentile might still indicate proficiency, if the majority of students in that grade level are proficient. For more information, go to <http://oea.dpi.wi.gov/files/oea/pdf/assessrsflt.pdf>.

## WKCE Performance Levels and Performance Ranges

WKCE results are reported in terms of four performance levels: Advanced, Proficient, Basic, and Minimal Performance. Cut scores, used to place students in each category based on their performance, were established by Wisconsin educators and other citizens at a standard-setting panel held in February 2003. Performance categories and their corresponding scale score ranges reflect student mastery of the content knowledge and skills needed at the beginning of the school year in order to demonstrate mastery of the Wisconsin Model Academic Standards (WMAS) by the end of the school year.

When cut scores were established in February 2003, Wisconsin-administered standardized assessments in grades 4, 8, and 10 were known as the Wisconsin Knowledge and Concepts Examination (WKCE). These assessments consisted of nationally normed "shelf" items from the TerraNova test series published by CTB/McGraw-Hill, Wisconsin's assessment contractor, with some customized Wisconsin items added to ensure coverage of the WMAS. Accordingly, WKCE scores were reported on the Trinova scale.

The following tables provide general descriptions of the WKCE performance categories and the cut score range of each performance level for each content area. Performance level results are found on the Individual Profile Report, and the School and District Proficiency Summary Reports.

### WKCE Performance Level Definitions

<b>Advanced</b>	Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade level.
<b>Proficient</b>	Demonstrates competency in the academic knowledge and skills tested on WKCE for that grade level.
<b>Basic</b>	Demonstrates some academic knowledge and skills tested on WKCE for that grade level.
<b>Minimal Performance</b>	Demonstrates very limited academic knowledge and skills tested on WKCE for that grade level.

For more information about the academic performance level definitions, see the DPI Web site at <http://oea.dpi.wi.gov/assessment/WKCE/2014ScienceSocStudiesScaleScores>.

### WKCE Performance Ranges

Science	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	170-248	249-278	279-319	320-440
Eighth Grade	230-348	349-374	375-418	419-560
Tenth Grade	240-410	411-428	429-465	466-610

Social Studies	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	170-241	242-262	263-287	288-400
Eighth Grade	230-333	334-363	364-402	403-530
Tenth Grade	240-407	408-419	420-454	455-620

# WAA-SwD Performance Levels and Performance Ranges

WAA-SwD results are reported in terms of four performance levels: WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. Cut scores, used to place students in each category based on their performance, were established by Wisconsin educators at a standard-setting panel held in April 2008. Performance levels and their corresponding score ranges reflect student mastery of the content knowledge and skills needed at the beginning of the school year in order to demonstrate mastery of the Extended Grade Band Standards by the end of the school year.

The following table provides general descriptions of the WAA-SwD performance levels and the score range of each performance level for each content area. Performance level results are found on the Individual Profile Report and District Proficiency Summary.

## WAA-SwD Performance Level Definitions

<b>WAA-SwD Advanced</b>	Demonstrates an in-depth understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate consistent understanding and mastery of the content and skills Included in the Extended Grade Band Standards.
<b>WAA-SwD Proficient</b>	Demonstrates understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate understanding and mastery of the content and skills included in the Extended Grade Band Standards.
<b>WAA-SwD Basic</b>	Demonstrates some understanding of the academic content and skills tested on the WAA-SwD. Requires some support in instructional settings to demonstrate understanding of the contents and skills included in the Extended Grade Band Standards.
<b>WAA-SwD Minimal Performance</b>	Demonstrates an emerging understanding of the academic content and skills tested on the WAA-SwD. Requires significant support in instructional settings to demonstrate understanding of the content and skills included in the Extended Grade Band Standards.

<b>Science</b>	<b>Minimal Performance</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Fourth Grade</b>	0-14	15-24	25-31	32-37
<b>Eighth Grade</b>	0-13	14-23	24-33	34-39
<b>Tenth Grade</b>	0-11	12-25	26-32	33-39

# Features Common to All Reports

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Each report listed contains the features described below. Because these features are common to all reports, they will be identified and pointed out, but not discussed in any detail in the content description of each report.

**Identifying Information:** Identifying information is found in the left panel of the report and includes school and/or district names, grade level tested, test date, and scoring pattern. The Student Report includes student-identifying information.

**Purpose Statement:** The purpose statement is also found in the left panel of each report. It explains what the report contains and how the information may be used. This will help in interpreting the test results for individual students, schools, and districts.

**Total Enrollment/Number of Students:** The total enrollment of students is found on the school and district reports. Generally, this includes all students attending public schools in the school or district. Test results for students with disabilities who reside in one district but who attend a school in another district due to the IEP placement are reported with results for the district of residence. This is the district of residence unless the student is attending school out-of-district under Open Enrollment or Chapter 220. All students attending a school under Open Enrollment or Chapter 220 are included with results for the school and district of attendance.

# WKCE Individual Profile Report

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The WKCE provides information about educational achievement and skills in basic content areas. The sample 4th-grade Individual Profile Report indicates a 4th-grade student’s performance levels in science and social studies. The report provides a complete record, including general information about achievement in these content areas, as well as specific information about the student’s levels of performance. This information can provide a basis for planning an educational program to meet specific academic needs.

## Front Page of the Individual Profile Report

The front page of the Individual Profile Report (IPR) provides information about a student’s achievement in tested subjects in terms of four performance levels: Advanced, Proficient, Basic, and Minimal Performance. Students in grades 4, 8, and 10 are tested in science and social studies. Using this report, parents and educators can compare student performance to performance levels defined by Wisconsin educators, as well as identify areas of relative strength and need. A description of the information on the IPR is provided below.

## Back Page of the Individual Profile Report

The back page of the Individual Profile Report (IPR) provides additional interpretive information about the WKCE, including descriptions of the types of score data, performance categories, and the Standards Performance Index (SPI).

## IPR Information

-  **Identifying Information.** The student’s name and grade are shown at the top of the left-hand panel of the report. You will also find the student’s birth date, test date, school, and district listed in the lower part of this panel, as well as any testing accommodations used by the student.
-  **Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
-  **Performance Levels.** The chart provides information about student achievement in terms of performance levels. For each subject, a scale score range and the cut scores for each performance level are shown, along with a bar graph indicating the performance level the student achieved in each content area. For example, the sample report shows that this 4th-grade student achieved a scale score of 329 in science, which falls into the “Advanced” category.
-  **Explanation of WKCE Performance Levels.** This section provides an explanation of the WKCE performance levels.

**WKCE Individual Profile Report**

ROBIN LOUIS SCHOENLEBER A

Grade: 4

**Purpose**  
This report presents information about student achievement on the Wisconsin Knowledge and Concepts Examination (WKCE). Performance levels, scale scores and state percentiles describe the student's performance on subject area tests. A Standards Performance Index helps students, parents and educators identify specific areas of need relative to the Wisconsin academic standards.

Birthdate: MM/DD/YY  
Local Student ID: 0125465709  
Accommodations: NONE A

Test Date: MM/DD/YY  
12/6/07

School: ANY SCHOOL  
District: ANY DISTRICT  
State: WISCONSIN

Simulated Data    **2014-15**    **Wisconsin Student Assessment System**

**Scale Scores** - measure performance of this student on the WKCE subject area test  
- do not have the same meaning across subject areas  
- may be used to compare scores for the same subject over time

**State Percentiles** - define performance relative to other test takers

**Performance Levels** - present information about a student's performance in terms of four levels:  
- Minimal Performance, Basic, Proficient and Advanced.

	Score Range	Basic	Proficient	Advanced	Year Student	State Percentile
<b>Science</b>	170-440	249	279	320	<b>329</b>	66
<b>Social Studies</b>	170-400	242	263	288	<b>271</b>	80

**Standards Performance Index**  
- measures student's performance with respect to the Wisconsin academic standards  
- is calculated for each tested standard listed below  
- can be used to assess strengths and needs within an academic area  
/ = No Items Attempted   ○ = Academic Need   ◐ = Some Academic Need  
◑ = Relative Academic Strength   ● = Academic Strength

Subject	Standard	Performance
<b>Science</b>	Connections & Nature of Sci	● Academic Strength
	Science Inquiry	● Academic Strength
	Physical Science	○ Academic Need
	Earth and Space	● Academic Strength
	Life and Environment	◐ Some Academic Need
<b>Social Studies</b>	Appl & Social Perspectives	◐ Some Academic Need
	Geography	◑ Relative Academic Strength
	History	◑ Relative Academic Strength
	Political Science	◑ Relative Academic Strength
	Economics	◑ Relative Academic Strength
Behavioral Science	◑ Relative Academic Strength	

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5/07/14

### 2014-15 Wisconsin Student Assessment System

**WKCE Performance Levels:**  
The graph shows student performance on the WKCE. For each tested subject, a student's score falls in one of the following performance levels:

**Advanced** - Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE at that grade level.

**Proficient** - Demonstrates competency in the academic knowledge and skills tested on WKCE at that grade level.

**Basic** - Demonstrates some academic knowledge and skills tested on WKCE at that grade level.

**Minimal Performance** - Demonstrates very limited academic knowledge and skills tested on WKCE at that grade level.

**Scale Score and State Percentile:**  
The table indicates the lowest and highest possible scale score for each subject for the grade level tested, as well as the cut scores that divide the four performance levels. The student's scale score and the student's state percentile rank are also indicated. State Percentiles (available on this report) may be used to evaluate student progress over time.

**Scale Score** - Scale scores are used for measuring achievement growth of a student or groups of students within a subject area from year to year. Separate scales are established for each subject and cannot be compared between subject areas.

**Cut Score** - A cut score separates each performance level. For example, the "Proficient" cut score separates Basic performance from Proficient. Science and Social Studies cut scores were set in 2003 based on the Wisconsin Model Academic Standards.

**Percentile** - A percentile rank score compares one student with all the students in the state in the same grade who took the same test. For example, a percentile ranking of 58 means a student's scale score was higher than 58% of the students who were in the same grade and who took the same test.

**Standards Performance Index (SPI):**  
The SPI is an estimate of how many questions covering a specific standard the student would have answered correctly had there been 100 questions covering the standard on the test. SPI performance is calculated based on the subject area cut scores and is presented with reference to overall strength or need.

**Testing Accommodations:**  
If a student received testing accommodations, it is noted in the left bar on the front of this report. Testing accommodations allow students to demonstrate what they know and are able to do without altering what the test measures. Some specific accommodations are listed below.

- Used a scribe
- Provided extra time
- Read test questions and content to student
- Used DPI-provided test translation
- Used locally-provided test translation
- Used DPI-provided glossary of terms
- Used "text-talker"
- Signed test questions and content to student
- Used another DPI approved accommodation

5/06/14

# WAA-SwD Individual Profile Report

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The WAA-SwD provides information about educational achievement and skills in basic content areas. The sample 4th-grade Individual Profile Report indicates a 4th-grade student’s performance levels in science and social studies. The report provides a complete record, including general information about achievement in these content areas, as well as specific information about the student’s levels of performance. This information can provide a basis for planning an educational program to meet specific academic needs.

## Front Page of the Individual Profile Report

The front page of the Individual Profile Report (IPR) provides information about a student’s achievement in tested subjects in terms of four performance levels: WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. Using this report, parents and educators can compare student performance to performance levels defined by Wisconsin educators, as well as identify areas of relative strength and need. A description of the information on the IPR is provided below.

## Back Page of the Individual Profile Report

The back page of the Individual Profile Report (IPR) provides additional interpretive information about the WAA-SwD, including descriptions of the types of score data, performance categories, and the standards Performance Graph.

## IPR Information

-  **Identifying Information.** The student’s name and grade are shown at the top of the left-hand panel of the report. You will also find the student’s birth date, test date, school, and district listed in the lower part of this panel, as well as any testing accommodations used by the student.
-  **Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
-  **Performance Levels.** The chart provides information about student achievement in terms of performance levels. For each subject, a score range and the cut scores for each performance level are shown, along with a bar graph indicating the performance level the student achieved in each content area. For example, the sample report shows that this 4th-grade student achieved a score of 7 which falls into the “WAA-SwD Minimal Performance” category.
-  **Explanation of WAA-SwD Performance Levels.** This section provides an explanation of the WAA-SwD performance levels.

WAA-SwD Individual Profile Report

JASON JERARD ABERCROMBIE



Grade: 4

**Purpose**  
This report presents information about student achievement on the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Performance levels and score points earned describe this student's performance on subject area tests. A Standards Performance Graph helps students, parents and educators identify specific areas of strength and need relative to the Wisconsin Extended Grade Band Standards.



Simulated Data

Birthdate: MM/DD/YY  
Local Student ID: 0123456789  
Accommodations: NONE



Test Date: MM/DD/YY  
12/31/14  
School: ANYSCHDOL  
District: ANYDISTRICT  
State: WISCONSIN

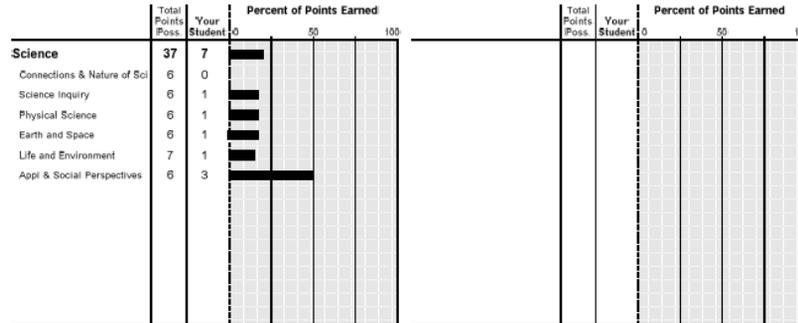


**Performance Score Ranges and Performance Levels** - The WAA-SwD Performance Score Ranges Table shows the number of score points possible on each subject area test, the range of scores that define each performance level, and the number of score points this student earned. WAA-SwD performance levels, defined by Wisconsin educators, are presented as: WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced.

	Total Points Possible	WAA-SwD Performance Score Ranges <sup>1</sup>				Your Student	WAA-SwD Performance Levels <sup>1</sup>			
		WAA-SwD Minimal Perf	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced
Science	37	0-14	15-24	25-31	32-37	7				
Social Studies						Proficient				

<sup>1</sup> The performance levels for Social Studies, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence. Points earned by standard/objective are not available for this subject area test.

**Standards Performance Graph** - Each WAA-SwD subject area test measures student learning with respect to the Wisconsin Extended Grade Band Standards in that subject. Total points possible and the number of points this student scored are presented below. The bar to the right of this student's score indicates the percent of questions measuring a given standard that this student answered correctly.



2014-15 Wisconsin Student Assessment System

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) was developed to assess the academic progress of students with significant cognitive disabilities whose instruction is based upon the Wisconsin Extended Grade Band Standards.

**WAA-SwD Performance Score Ranges**

This table shows the total possible points for science in grades 4, 8, and 10 for the appropriate grade level tested, the score ranges that divide the four categories of achievement, and your student's score.

At grades 4, 8, and 10 the subject area of social studies, is administered using a rating scale completed by the teacher. These scores are reported based upon your student's performance level as indicated by the overall score on the rating scale and not by individually scored test items.

**WAA-SwD Performance Levels**

The graph shows student performance on the WAA-SwD. For each tested subject, a student's score falls in one of the following performance levels:

**WAA-SwD Advanced** - Demonstrates an in-depth understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate consistent understanding and mastery of the content and skills included in the Extended Grade Band Standards.

**WAA-SwD Proficient** - Demonstrates understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate understanding and mastery of the content and skills included in the Extended Grade Band Standards.

**WAA-SwD Basic** - Demonstrates some understanding of the academic content and skills tested on the WAA-SwD. Requires some support in instructional settings to demonstrate understanding of the content and skills included in the Extended Grade Band Standards.

**WAA-SwD Minimal Performance** - Demonstrates an emerging understanding of the academic content and skills tested on the WAA-SwD. Requires significant support in instructional settings to demonstrate understanding of the content and skills included in the Extended Grade Band Standards.



**The Standards Performance Graph**

The Extended Grade Band Standards for science in grades 4, 8, and 10 are further broken down into objectives linked to the Wisconsin Model Academic Standards. This graph indicates your student's scores and the percent correct according to these objectives.

**WAA-SwD Accommodations**

If a student received testing accommodations, it is noted in the left bar on the front of this report. Testing accommodations allow students to demonstrate what they know and are able to do without altering what the test measures. Some specific accommodations are listed below.

- Used translation
- Signed test questions and content to student
- Used Braille
- Used assistive device
- Used objects or manipulatives
- Used another DPI-approved accommodation

**For More Information:**

WAA-SwD General Information  
[http://oea.dpi.wi.gov/oea\\_waa](http://oea.dpi.wi.gov/oea_waa)

Wisconsin Extended Grade Band Standards  
<http://sped.dpi.wi.gov/files/sped/pdf/waa-extstd-full.pdf>

# Proficiency Summary

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The “Proficiency Summary” shows student performance on the WKCE and the WAA-SwD by performance level and by student group. The WKCE and WAA-SwD measure student achievement in science and social studies at grades 4, 8, and 10. The WKCE is taken by nearly all students, and the WAA-SwD is taken by students with significant cognitive disabilities.

All students in grades 4, 8, and 10 are expected to take either the WKCE or WAA-SwD. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed due to long-term absences or parental request. The following students take alternate assessments in the subject area in lieu of regular assessments: students with significant cognitive disabilities whose IEPs indicate that the students’ instruction is aligned with the Wisconsin Extended Grade Band Standards and who are not able to demonstrate some of the knowledge and skills on the WKCE test even with allowable accommodations.

The results of the WKCE are reported in terms of four performance categories: Advanced, Proficient, Basic, and Minimal Performance. The WAA-SwD results are also reported in terms of four performance categories called WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. Each of the four performance categories is associated with a range of scores that were established by the State Superintendent of Public Instruction based on the work of Wisconsin educators and knowledgeable community members using a process designed by nationally recognized researchers.

WKCE science and social studies performance standards were established in Fall 2005 and WAA-SwD performance standards were established in Spring 2008.

## How to Read this Report

The report is organized with district, grade, subject area, and demographic selections shown at the top of the report. Participation information and the percentage of students in each performance level are shown by assessment type below the “Performance Levels” heading. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students in that demographic group enrolled in the grade. Reporting by student demographic group on district and school level reports is based only on students enrolled for a full academic year. Percentages in shaded columns may not add up to 100. Small discrepancies may exist due to rounding. The first column under the “No WSAS” subheading is called “% No WSAS (Total),” which is the percentage of students enrolled who did not participate in this subject area test. These students have no results under the WAA-SwD or WKCE columns. The next two columns are the reasons students might not participate; the sum of the percentages in these two columns is the “% No WSAS (Total)”.

## Student Privacy

In order to protect student privacy, care must be taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a

group and for a large subset of this group, leaving only a small subset not reported. Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the size of groups in the district as well as in each school of the district.

On private reports, test results are reported in every applicable row. Private reports may contain personally identifiable information about individual students. Distribution of private reports within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

### **Using this Report to Improve Learning**

For school and district improvement purposes, the focus of the Proficiency Summary is on the percentage of students enrolled who are performing at the Proficient and Advanced levels. The performance of students enrolled for a full academic year provides one indicator of how successful your school or district has been in meeting the academic needs of students in this grade and prior grades up to the time of testing. The Proficient and Advanced categories are the long-term educational goals for all students in every group except for students with severe disabilities.

More detailed suggestions for using the information in this report can be found at the Office of Educational Accountability Web site listed below. Note that no single test can tell us whether students have learned everything that is important for students to learn. Additional local evidence should be reviewed for a more complete picture of student learning.

### **For More Information**

Student Privacy: <http://oea.dpi.wi.gov/assessment/studentprivacy>

WKCE: <http://oea.dpi.wi.gov/assessment/WKCE>

Summary Data: <http://oea.dpi.wi.gov/assessment/data>

WAA-SwD: <http://oea.dpi.wi.gov/assessment/WAA>



2014-15

Wisconsin Student Assessment System

Proficiency Summary Report : Science

PRIVATE REPORT

WSAS State Proficiency Summary

State: WISCONSIN

Grade: 04

Purpose

This report displays data from the Wisconsin Student Assessment System (WSAS), including results from the Wisconsin Knowledge and Concepts Examinations (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD). The report provides evidence of how well students in the district performed, by subgroup, in relation to the four performance levels. This report can be used to evaluate annual proficiency goals.

**This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.**

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	Total Enrolled in Grade	%No WSAS	%Excluded by Parent	%Reasons Unknown	WSAS Performance Levels									
					%WAA-SWD (Total)	%WAA-SWD Minimal Perf.	%WAA-SWD Basic	%WAA-SWD Proficient	%WAA-SWD Advanced	%WKCE Minimal Perf.	%WKCE Basic	%WKCE Proficient	%WKCE Advanced	
Students in Wisconsin Public Schools	61425	0	0	0	1	0	0	0	0	0	5	17	43	31
Students Not in District Full Acad Yr	5581	1	0	1	1	0	0	0	0	0	9	22	42	21
Students in District Full Acad Yr	56805	0	0	0	0	0	0	0	0	0	5	16	44	32
In Single School	52873	0	0	0	1	0	0	0	0	0	4	15	44	33
Not in Single School	3032	0	0	0	0	0	0	0	0	0	13	26	41	17
With Disabilities Attending Another Dist	17	11	5	11	17	5	0	5	0	0	41	35	0	0
<b>Results by Demographic Group (Wisconsin Public Schools)</b>														
Students in Wisconsin Public Schools	61425	0	0	0	1	0	0	0	0	0	5	17	43	31
Female	29758	0	0	0	0	0	0	0	0	0	4	14	42	36
Male	31651	0	0	0	1	0	0	0	0	0	7	19	44	26
Unknown	16	0	0	0	0	0	0	0	0	0	18	43	25	12
Amer Indian	779	0	0	0	2	0	0	0	0	0	8	28	44	15
Asian	2287	1	0	0	1	0	0	0	0	0	7	18	43	29
Black	5824	0	0	0	2	0	0	1	0	0	17	33	35	9
Hispanic	6902	0	0	0	0	0	0	0	0	0	11	27	44	15
Pacific Isle	48	2	2	0	0	0	0	0	0	0	4	6	47	39
White	43918	0	0	0	1	0	0	0	0	0	3	12	45	37
Two or More	1583	0	0	0	0	0	0	0	0	0	6	20	45	26
Unknown	83	3	0	0	3	4	2	1	0	1	11	19	40	20
Eng Prof	57341	0	0	0	1	0	0	0	0	0	5	15	44	33
ELL/LEP	4001	1	0	1	1	0	0	0	0	0	16	36	40	3
Unknown	83	3	0	1	3	4	2	1	0	1	11	19	40	20
Not Migrant	61309	0	0	0	1	0	0	0	0	0	5	17	43	31
Migrant	33	0	0	0	0	0	0	0	0	0	18	36	36	9
Unknown	83	3	0	0	3	4	2	1	0	1	11	19	40	20
SwD	52826	0	0	0	0	0	0	0	0	0	3	15	45	34
SWD	8516	2	0	1	9	1	1	4	1	4	17	28	34	9
Unknown	83	3	0	1	3	4	2	1	0	1	11	19	40	20
Not Econ Disadv	34058	0	0	0	0	0	0	0	0	0	2	10	43	42
Econ Disadv	27284	0	0	0	1	0	0	0	0	0	10	25	44	17
Unknown	83	3	0	0	3	4	2	1	0	1	11	19	40	20

1. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD) is administered to certain students with significant cognitive disabilities whose IEPs indicate that the students' instruction is aligned with the Wisconsin Extended Grade Band Standards and who are not able to demonstrate some of the knowledge and skills on the WKCE even with allowable accommodations.

2. Test results for students with disabilities who reside in one district but who attend a school in another district due to IEP placement are reported with results for the district of residence.

# WKCE Scale Score Summary Report

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The “WKCE Scale Score Summary Report” provides data about the distribution of scale scores earned by students taking WKCE subject area tests. The report presents two types of information: mean scale scores and their standard deviations and local percentiles.

The “Mean Scale Score” measures the performance of students as a group. The “Standard Deviation” measures how far a student’s scale score is from the group mean.

Local percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group. For each group, 10%, 25%, 50%, 75%, and 90% of students tested scored at or below the scores reported for that group at the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. For example, the 90th local percentile divides the highest 10% of the scores of students in a group from the lowest 90% of students in that group. Percentiles for groups with fewer than ten students have limited usefulness and are not reported.

The “WKCE Scale Score Summary Report” does not include information on untested students.

## How to Read this Report

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. Student groups required for disaggregated reporting are listed down the left side. Student group enrollment, number and percentage of students tested, mean scale scores and standard deviations and local percentiles for the student group are found in the corresponding columns.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students enrolled in the grade. Note that district and school level disaggregation by student group (e.g., female) is based on students enrolled in the district or school for a full academic year. Continuing across the row, the first column under the subject area (e.g., science) reports the number of students in the grade who were tested on the WKCE in science. The next column indicates the percentage of all students in the grade who were tested on the WKCE in science. The remaining columns show the mean (average) scale score, the standard deviation of scores, the scale scores of students at the 10th, 25th, 50th, 75th, and 90th percentiles, and the state percentile at the mean NCE for the group.

## Student Privacy

In order to protect student privacy, care must be taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the size of groups in the district as well as in each school of the district.

On private reports, test results are reported in every applicable row. Private reports may contain personally identifiable information about individual students. Distribution of private reports within your school/district must be in accordance with state and federal privacy laws and local school board policy.

## Using this Report to Improve Learning

The WKCE Scale Score Summary Report provides information about the distribution of WKCE scale scores within and across student groups. Reading across each row, educators can compare scale scores at the median (50th percentile) for a student group to scores below this median (10th and 25th percentiles) and above this median (75th and 90th percentiles). Reading down each column, educators can compare scale scores for a student group with their counterparts, including students statewide and district wide. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement.

In order to help evaluate programs, scale scores within a subject area may be compared across grades and over time, but scale scores are not equivalent across subject areas because each subject area test is scaled separately.

If, for any group, the percentage of students tested is low, then scale score summaries should not normally be used to reach conclusions about the performance of that group. The characteristics of students not taking WKCE tests are unlikely to be representative of the group as a whole.

## For More Information

Student Privacy: <http://oea.dpi.wi.gov/assessment/studentprivacy>

WKCE: <http://oea.dpi.wi.gov/assessment/WKCE>

Summary Data: <http://oea.dpi.wi.gov/assessment/data>



## 2014-15 Wisconsin Student Assessment System

### Scale Score Summary Report : Science

These summary statistics provide information about the distribution of scores earned by students taking WKCE subject area tests. The standard deviation is a measure of how much scores vary around the mean. Percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group.

	Total Enrolled in Grade	# Tested WKCE	% Tested WKCE	Mean Scale Score	Standard Deviation	Results for Students Tested on WKCE					State Percentile at the Mean NCE
						10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	
Students in Wisconsin Public Schools	61426	60594	98.65	292.7	32.9	258.0	276.0	295.0	313.0	328.0	50
Students in this District	47	46	97.9	294.8	24.1	261.0	275.0	296.0	308.0	327.0	51
Students in District Full Acad Yr	45	44	97.8	268.7	26.8	265.0	278.0	296.0	309.0	328.0	43
Students in this School	47	46	97.9	294.8	24.1	261.0	275.0	296.0	308.0	327.0	51

#### Students in this School Full Academic Year by Demographic Group

Students in this School Full Acad Yr	45	44	97.8	296.4	23.1	267.0	281.0	296.0	308.0	328.0	52
Female	20	20	100.0	302.9	21.5	278.0	285.0	297.0	313.0	328.0	54
Male	25	24	96.0	291.0	23.3	261.0	269.0	291.0	305.0	327.0	49
Hispanic	15	15	100.0	288.7	24.4	261.0	268.0	288.0	297.0	320.0	48
White	30	29	96.7	300.3	21.7	269.0	285.0	305.0	313.0	328.0	53
Eng Prof	40	39	97.5	298.5	23.1	268.0	282.0	299.0	313.0	328.0	53
ELL/LEP	5	5	100.0	280.0	17.1	257.0	267.0	288.0	291.0	297.0	45
Not Migrant	45	44	97.8	296.4	23.1	267.0	281.0	296.0	308.0	328.0	52
SwoD	39	39	100.0	297.5	23.5	265.0	282.0	297.0	313.0	328.0	52
SwD	6	5	83.3	287.8	19.5	267.0	269.0	289.0	307.0	307.0	47
Not Econ Disadv	18	18	100.0	305.4	21.3	275.0	285.0	306.0	324.0	329.0	55
Econ Disadv	27	26	96.3	290.1	22.5	261.0	274.0	291.0	304.0	313.0	49

1. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is administered to certain students with significant cognitive disabilities whose IEPs indicate that the students' instruction is aligned with the Wisconsin Extended Grade Band Standards and who are not able to demonstrate some of the knowledge and skills on the WKCE even with allowable accommodations.
2. Test results for students with disabilities who reside in one district but who attend a school in another district due to IEP placement are reported with results for the district of residence.

**Purpose**  
This report provides information about the distribution of Wisconsin Knowledge and Concepts Examination (WKCE) scores within and across student groups. Educators can compare scale scores at the median for a student group to scores below and above the median. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement. Scale scores within a subject area may be compared across grades and over time providing some evidence of program success.  
Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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# WKCE Standards Performance Summary

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The “WKCE Standards Performance Summary” reports students’ performance on the Wisconsin Knowledge and Concepts Examinations (WKCE) by Wisconsin content standards. Each WKCE subject area test measures student learning with respect to content standards in that subject.

Each reported content standard is measured by four or more WKCE items. Information about the students’ performance on these items and related performance on other WKCE test items is used to calculate a Standards Performance Index (SPI). The SPI is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. These estimates have been averaged for students tested on the WKCE in each student group.

The “WKCE Standards Performance Summary” report does not include information on untested students.

## How to Read this Report

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. The subject area tested is the main heading, and corresponding Wisconsin content standards are under the subject heading. Standards Performance Summary reports are organized by WMAS Content Standards. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, the first column in the “Students in Wisconsin Public Schools” row shows the total enrolled in the grade. Note that district and school level disaggregation by student group (e.g., female) is based on students enrolled in the district or school for a full academic year. Continuing across the row, the first column under the subject area (e.g., Social Studies) reports the number of students who were tested on the WKCE in Social Studies, and the next column indicates the percentage of students who were tested on the WKCE in Social Studies. The number under the “Geography” content standard column heading is the average SPI for that standard for the tested students.

## Student Privacy

In order to protect student privacy, care must be taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the size of groups in the district as well as in each school of the district.

On private reports, test results are reported in every applicable row. Private reports may contain personally identifiable information about individual students. Distribution of private reports within your school/district must be in accordance with state and federal privacy laws and local school board policy.

## Using this Report to Improve Learning

The average SPI can be used to analyze curriculum strengths and weaknesses in a given content standard, and is particularly useful when comparing performance across schools and student groups in any given year. It may also be useful to track the difference between the local and state average SPIs. If the local SPI is greater than the state SPI, and if the difference is increasing over time, then this difference provides some evidence of higher achievement by later groups of students at the same grade.

It is not recommended that SPI averages be directly compared across years, because test questions measuring each standard change each year and WKCE items measuring each content standard represent only a portion of the entire subject area test. While care is taken to ensure that scores on WKCE tests in any given subject have comparable meaning over time, SPIs are not designed to be comparable over time. Average SPIs should be interpreted with caution when the percentage of students in a group taking WKCE is relatively low.

## For More Information

Wisconsin Model Academic Standards: <http://standards.dpi.wi.gov/>

Student Privacy: <http://oea.dpi.wi.gov/assessment/studentprivacy>

WKCE: <http://oea.dpi.wi.gov/assessment/WKCE>

Summary Data: <http://oea.dpi.wi.gov/assessment/data>

WAA-SwD: <http://oea.dpi.wi.gov/assessment/WAA>



**PRIVATE REPORT**

**WKCE Standards Performance Summary**

State: WISCONSIN

Grade: 04

**Purpose**  
This report summarizes student performance by Wisconsin content standard through the use of an Average Standards Performance Index.

The statistical procedure used to calculate the Standards Performance Index is based on student performance on Wisconsin Knowledge and Concepts Examination (WKCE) test items measuring each content standard and related performance on other WKCE test items.  
Information provided by the Average Standards Performance Index is particularly useful in analyzing curriculum and comparing performances across student groups. For another perspective, based on raw scores and maximum possible scores, see the Item Analysis Summary by Standard report.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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Each WKCE subject area test measures student learning with respect to the Wisconsin Model Academic Standards in that subject. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. The Average SPI is the mean of the SPIs for students tested in that standard.

Students in Wisconsin Public Schools	62325	60793	98.55	73.2	76.6	70.6	78.3	76.6	60597	98.65	69.6	69.3	68.7	71.3	73.5
Students Not in District Full Acad Yr	5521	5447	98.56	67.5	71.3	65.1	72.9	70.7	5447	98.66	63.3	62.6	64.3	66.2	67.4
Students in District Full Acad Yr	56905	55147	98.54	73.7	77.2	71.2	78.5	77.2	55147	98.64	70.3	69.9	69.9	71.8	74.1
In Single School	52873	52164	98.56	74.3	77.6	71.7	79.3	77.8	52164	98.66	70.7	70.6	69.9	72.3	74.7
Not in Single School	3032	2983	98.36	64.6	68.6	62.5	69.9	67.5	2983	98.38	60.3	59.5	61.3	62.9	63.4
With Disabilities Attending Another Dist	17	14	82.35	36.3	39.9	34.3	38.8	38.1	14	82.35	34.3	35.9	40.3	42.4	36.9

**Results by Demographic Group (Wisconsin Public Schools)**

Students in Wisconsin Public Schools	62325	60793	98.65	73.2	76.6	70.6	78.3	76.6	60597	98.65	69.6	69.3	68.7	71.3	73.5
Female	29759	29480	99.06	73.9	77.7	71.7	79.5	77.8	29480	99.06	70.3	69.8	68.9	71.6	73.9
Male	31651	31098	98.25	72.5	75.6	69.7	77.1	75.5	31098	98.25	69.1	68.8	68.5	71.1	73.1
Unknown	16	16	100	65.5	69	59	69.6	70.1	16	100	58.2	47.6	59.9	62.8	62.2
Amer Indian	779	762	97.82	66.2	70	63.3	71.9	69.2	762	97.82	61.1	60	62.8	64.4	65.2
Asian	2288	2265	98.96	72.1	75.4	69.1	76.9	75.3	2265	98.99	68.6	68.1	68.1	70.6	71.9
Black	5824	5657	97.13	57.1	61.6	55.5	62.5	59.7	5657	97.13	51.3	48.9	55.7	55	54.3
Hispanic	6902	6796	98.46	65.7	70	63.6	71.5	68.8	6796	98.46	60.9	59.2	62.8	63.8	64.6
Pacific Isle	48	48	100	75.9	79.5	73	80.2	80.1	48	100	74.7	75.1	71.2	75.1	78.8
White	43918	43414	98.85	76.8	79.9	74	81.7	80.4	43414	98.85	73.6	73.9	71.6	74.9	77.7
Two or More	1583	1572	99.31	71.6	75.3	69	77	75	1572	99.31	68.1	67.6	66	70.2	72.3
Unknown	84	80	95.24	63	65.7	59.1	66.7	65.5	80	95.24	58.5	55.3	58.9	60.4	62.1
ELL/LEP	4001	3946	98.63	59.5	64.2	57.4	65.4	61.7	3946	98.63	53.5	50.9	58.1	57.8	56.5
Eng Prof	57341	56568	98.65	74.2	77.5	71.6	79.2	77.7	56568	98.65	70.7	70.6	69.5	72.3	74.7
Unknown	84	80	95.24	63	65.7	59.1	66.7	65.5	80	95.24	58.5	55.3	58.9	60.4	62.1
Migrant	33	33	100	64.1	68.6	61.4	69.8	66.4	33	100	58.4	55.8	61.6	62.1	62
Not Migrant	61309	60481	98.65	73.2	76.6	70.7	78.3	76.6	60481	98.65	69.6	69.3	68.7	71.3	73.5
Unknown	84	80	95.24	63	65.7	59.1	66.7	65.5	80	95.24	58.5	55.3	58.9	60.4	62.1
SWD	8516	7689	90.25	57.1	60.9	54.7	62.1	59.6	7689	90.29	52.5	50.6	55.6	56.1	56
SwoD	52826	52825	100	75.8	79.2	73.2	80.9	79.4	52825	100	72.3	72.3	70.9	73.8	76.3
Unknown	84	80	95.24	63	65.7	59.1	66.7	65.5	80	95.24	58.5	55.3	58.9	60.4	62.1
Econ Disadv	27284	26763	98.05	66.3	70.3	61	71.9	69.3	26763	98.09	61.2	60.3	63.3	61.2	65.4
Not Econ Disadv	34058	33751	99.1	78.7	81.7	76	83.4	82.5	33751	99.1	75.6	76.5	73.1	76.8	80
Unknown	84	80	95.24	63	65.7	59.1	66.7	65.5	80	95.24	58.5	55.3	58.9	60.4	62.1

Note: Standards Performance Summary reports for Social Studies and Science are organized by Wisconsin Model Academic Standard.

	Average Standards Performance Index for Student Tested on WKCE														
	Social Studies					Science					Earth and Space				
Total # Enrolled in Grade	% Tested in WKCE	Geography	History	Political Science	Economics	Behavior Science	% Tested in WKCE	Connecticut and Nature of Science	Science Inquiry	Physical Science	Earth and Space	Life and Env	Applic and Social Resp		
62325	60793	98.55	73.2	76.6	70.6	78.3	76.6	60597	98.65	69.6	69.3	68.7	71.3	73.5	
5521	5447	98.56	67.5	71.3	65.1	72.9	70.7	5447	98.66	63.3	62.6	64.3	66.2	67.4	
56905	55147	98.54	73.7	77.2	71.2	78.5	77.2	55147	98.64	70.3	69.9	69.9	71.8	74.1	
52873	52164	98.56	74.3	77.6	71.7	79.3	77.8	52164	98.66	70.7	70.6	69.9	72.3	74.7	
3032	2983	98.36	64.6	68.6	62.5	69.9	67.5	2983	98.38	60.3	59.5	61.3	62.9	63.4	
17	14	82.35	36.3	39.9	34.3	38.8	38.1	14	82.35	34.3	35.9	40.3	42.4	36.9	

